|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Construct Measured | Score Point 4 | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
| **Reading**  **Comprehension of Key Ideas and Details** | The response analyzes both texts to determine similarities and differences between types of crystals in “Liquid Crystals” and the types of crystals in “Grow a Crystal Garden,” citing evidence from the text as support. The response states which of these would be MORE DIFFICULT to create and explains the position based on textual evidence. | The response analyzes both texts to determine similarities and differences between the types of crystals in “Liquid Crystals” and the types of crystals in “Grow a Crystal Garden, citing evidence from the text as support. The response states which of these would be MORE DIFFICULT to create but does not use textual evidence to support the position. | The response analyzes both texts to determine similarities OR differences between the types of crystals in “Liquid Crystals” and the types of crystals in “Grow a Crystal Garden,” citing evidence from the text as support. The response states which of these would be MORE DIFFICULT to create but does not use textual evidence to support the position. | The response analyzes both texts to determine similarities OR differences between the types of crystals in “Liquid Crystals” and the types of crystals in “Grow a Crystal Garden,” citing evidence from the text as support. The response does not state which of these would be MORE DIFFICULT to create and does not use textual evidence.  OR  The response does not analyze both texts but explains how to create and use an LCD or how to create a crystal garden, citing evidence from the text. The response does not state which of these is MORE DIFFICULT to create and does not use textual evidence.  OR  The response does not analyze the text but does state which is MORE DIFFICULT and supports this position with textual evidence. | The response is irrelevant and/or off task. |
| **Writing**  **Written Expression**  Development of Ideas | The student response addresses the prompt and provides effective and comprehensive development of the claim, topic, and/or narrative elements by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. | The student response address the prompt and provides effective development of the claim, topic, and/or narrative elements by using clear reasoing, details, text-based evidence, and/or description; the development is largely appropriate to the task, purpose , and audience. | The student response addresses the prompt and provides some development of the claim, topic, and/or narrative elements by using some reasoning, details, text-based evidence, and/or description; the development is somewhat appropriate to the task, purpose, and audience. | The student response addresses the prompt and develops the claim, topic, and/or narrative elements minimally by using limited reasoning, details, text-based evidence, and/or description; the development is limited in its appropriateness to the task, purpose, and/or audience. | The student response is underdeveloped and therefore inappropriate to the task, purpose, and/or audience.W |
| **Writing**  **Written Expression**  Organization | The student response demonstrates purposeful coherence, clarity, and cohesion and includes a stronge introduction, conclusion, and a logical, well-executed prograssion of ideas, making it fairly easy to follow the writers progression of ideas. | The student response demonstrates a great deal of coherence, clarity, and/or cohesion, and includes an introduction, conclusion, and a logical progression of ideas, making it fairly easy to follow the writers progression of ideas. | The student response demonstrates some coherence, clarity, and/or cohesion, and includes an introduction, conclusion, and logically grouped ideas, making the writers progression of ideas usually discernible but not obvious. | The student response demonstrated limited coherence, clarity, and and/or cohesion, makiog the writer’s progression of ideas somewhat unclear. | The strudent response demonstratesa lack of coherence, clarity and cohesion. |
| **Writing**  **Written Expression**  Clarity of Language | The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone; and/or domain-specific vocabulory. | The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses mostly precise language, including descripitive words and phrases, sensory details, linking and transitional words, words to indicate tone and/or domain-specific vocabulary. | The student response establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline. The response uses some precise language. including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone and/or domain-specific vocabulary. | The student response has a style that has limited effectiveness, with limited awareness of the norms of the discipline. The response includes limited descriptions, sensory details, linking and transitional words, words to indicate tone, or domain-specific vocabulary. | The student response has an inappropriate style. The student writing shows little to no awareness of the norms of the discipline. The response includes little to no precise language. |
| **Writing**  **Knowledge of Language and Conventions** | The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response. | The student response demonstrates command of conventions of standard English consistent with edited writing. There may be a few distracting errors in usage but meaning is clear. | The student response demonstrates inconsistent command of the conventions of standard English. There are a few patterns of errors in grammar and usage that may occasionally impede understanding. | The student response demonstrates limited command of the conventions of standard English. There are multiple errors in grammar and usage demonstrating minimal control over language. There are multiple distracting errors in grammar and usage that sometimes impede understanding. | The sttudent response demonstrates little to no command of the conventions of standard English. There are frequent and varied errors in grammar and usage, demonstrating little or no control over language. There are frequent distracting errors in grammar and usage that often impede understanding |